

Rickmansworth Park JMI School

Disability Equality Scheme

March 2014 to March 2017

Rickmansworth Park JMI School is committed to ensuring equal treatment to all its employees, pupils and other involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We also firmly believe that every child matters.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has a *“physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day duties.”*

Introduction

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans which set out to show how the governing body will promote equality of opportunity for disabled people.

1: Starting points

1.1: The purpose and direction of the school's scheme

At Rickmansworth Park JMI School we are always looking for ways to make our school more inclusive; actively promoting equality of opportunity and tackling discrimination and harassment. This involves us in making changes which result in more people feeling included in our school and all that we offer. The specific purpose of this Disability Equality Scheme is to set out how we intend to make our school more inclusive for disabled people.

1.2: Involvement of disabled pupils, staff and parents

The views of all children, staff, parents/carers and governors will be sought in developing this scheme in the following ways:

All children through class lessons in PSHE
All parents/carers through a questionnaire
All governors through discussion at meetings

In so doing, we will have included disabled people in the development of our scheme.

1.3: Information gathering

The school recognises the need to use data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- pupil achievement, data analysis, IEP reviews
- learning opportunities eg take up of extra curricular courses, visits
- exclusions
- employment data
- communication with pupils, parents/carers and users of the school

1.4: Impact assessment

We will assess the impact of our current policies by bringing together:

- the issues identified through the involvement of disabled pupils, staff and parents; and
- the information that the school holds on the disabled pupils, staff and parents.

2: Identifying the main priorities for your school's scheme and deciding your actions

The priorities for the school's scheme will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.

Action to promote equality of opportunity will address the six elements of the general duty:

- *Promoting equality of opportunity*
- *Eliminating discrimination,*
- *Eliminating harassment*
- *Promoting positive attitudes*
- *Encouraging participation in public life*
- *Taking steps to meet disabled people's needs, even if this requires more favourable treatment*

3: Making it happen

3.1: Implementation

In order to implement the necessary actions the school will write a detailed action plan. This will show

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

This action plan will be incorporated into the school's School Development Plan.

3.2: Publication

The school's Disability Equality plan will be published on the schools website and made available to anyone asking for it.

3.3: Reporting

In an annual review on our scheme we will report on:

- the progress that has been made on our action plan; and
- the effect of what has been done.

The report on the scheme will be made available :

- on the school's website
- in the office upon request

3.4: Reviewing and revising the scheme

The school will review and revise our scheme every 3 years. As part of this scheme we will

- revisit the information that was used to identify the priorities for the scheme; and

- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how we set new priorities and new action plans for the next scheme. This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

Rickmansworth Park JMI School
Accessibility Plan

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Identify barriers to access	To rectify any curriculum barriers as soon as possible. To identify design barriers (section 2) for consideration during future improvements. To identify any 'materials in other formats' (section 3) opportunities which could be enacted when required.	Awareness of school responsibility		Awareness, ensure all future improvements recognise accessibility issues.
	Availability of written materials in alternative formats	The school makes itself aware of the services availability through its LA for converting written information into alternative formats	If needed the school can provide written information in alternative formats		Delivery of information to disabled pupils.
	Review all policies to check they don't discriminate against disabled persons	During the normal policy review process the issues of discrimination against disabled persons will be specially considered.	Agreed policies in line with school responsibilities		Delivery of information to disabled pupils improved
	All steps and edges to be made clearly visible (e.g. by using contrasting paint).	Implement as part of planned premises maintenance	Improvement in safe access		Improvement in safe access of school
Medium Term	Incorporation of appropriate colour schemes when redecorating premises	When redecorating seek advice (from LA) on suitable colour schemes, include colour contrasting door frames/handles etc.	Premises gradually brought into line with best practice		Improved safe use of school by persons with visual impairments
	New furniture to optimise accessibility	Consult special school or LA regarding best choice of any new furniture	Furniture gradually brought into line with best practice		Improved safe use of school by persons with disabilities
	Consider alternative arrangements where physical barriers make it impossible for disabled persons to use a service	Plan obvious alternatives (i.e. hold discussions in more accessible ground floor rooms if required). Support staff when required to unseen issues.	Improved access to school services by all		Improved access to school services by all.
Long Term	Optimise accessibility of school to all persons	Dovetail into LA accessibility strategy.	Optimise accessibility of school all persons		Optimise accessibility of school all persons